

West End First School
Apple Class Long Term Overview – Curriculum Map 2018/19

	← Ongoing focus on the Characteristics of Effective Learning both indoors and outdoors	Topic	Focus area	Events	Parents
Autumn 1		1. All about Me 2. Autumn 3. Health and Well Being	PSED- settling in and making new friends Baseline assessments Introducing COEL animals	School photographs MacMillan Coffee Morning Well Being Week	Parental Consultations Parents morning visit
Autumn 2		1. Owl Babies, Light and Dark 2. Christmas	Being imaginative and using resources Exploring/noticing changes and differences Using equipment safely and with control.	PTFA fun day Pantomime Party	Christmas sing-along Stay and Do-physical development focus
Spring 1		1. Winter 2. Traditional Tale Linked to Pantomime Story then one other	Noticing seasonal changes Communication and Language - Listening to, and retelling, stories Ongoing focus on numbers/counting	New Year Chinese new year	Stay and do – Communication and Language focus
Spring 2		1. Theme week as rest of school plus extra time 2. Spring and Easter	Focus on using a variety of media, technology and information in books. Writing for a reason. Ongoing focus –hearing sounds in words.	Shrove Tuesday Mother's Day Easter activities	Stay and Do-phonics focus
Summer 1		1. Dear Zoo 2. Handa's Surprise	Knowing stories, sequencing events, mathematical language of shape and size. Focus area-comparing Bedlington to an African country. Talk for Writing	Animal Fair Day	Stay and do – maths focus
Summer 2		1. Bear Hunt 2. Changes and Transitions.	Counting, ordering, comparing our lives with those of others, telling stories, using various media, building with different resources	Sports Day Father's Transfer day Class Assembly	Parental drop in sessions Sports morning Exit reports

We aim to cover the following learning intentions from 30-50 months age band through the topics above.

PSED	PD	C&L	Literacy	Mathematics	U the W	EA&D
<p>Making Relationships</p> <ul style="list-style-type: none"> - Start a conversation and listen to others - Explain their understanding and ask questions of others - Resolve conflict with others by compromise - Play co-operatively - Take turns - Take note of others ideas - Be sensitive to others needs and feelings - Form positive relationships with adults and children <p>Self-Confidence and self-Awareness</p> <ul style="list-style-type: none"> - Be confident to speak to others - Have a positive view of themselves - Developing a positive approach to learning experiences - To speak in a familiar group - To select resources for their activity <p>Managing Feelings and Behaviour</p> <ul style="list-style-type: none"> - Consider the consequences of words and actions for others - Know the class rules and keep them - Solve problems without aggression - Talk about how they show their feelings and consequences - Know some behaviour is not acceptable - Adjust their behaviour to a range of situations 	<p>Moving and Handling</p> <ul style="list-style-type: none"> - Experiment with different ways of moving - Jump and land appropriately -Negotiate space Travelling over, under and through equipment - Show increasing control over objects in pushing, patting, throwing, catching and kicking - Use a range of tools (e.g. pencils, scissors, saws) with increasing safety, skill, and confidence - Show preference for a dominant hand - Write letters and patterns with an anti-clockwise movement and retrace vertical lines eg a,r - Begin to form recognisable letters - hold a pencil correctly <p>Health and Self Care</p> <ul style="list-style-type: none"> -Eats a range of healthy foods - Usually dry and clean during the day - Shows some good practice in eating, sleeping, hygiene and exercise - Understand the need for safety tackling new challenges and manages some risks - Knows how to transport and store equipment safely - Practices some safety measures without adult supervision - Able to dress and undress independently - Able to go to the toilet independently 	<p>Listening and Attention</p> <ul style="list-style-type: none"> -Maintains attention and sits quietly when appropriate - Enjoy listening to stories, rhymes and poems and anticipate key events - respond to what they hear with relevant comments or actions - Listen to others and respond appropriately <p>Understanding</p> <ul style="list-style-type: none"> - Respond to two part instructions -Follow a story without pictures or props - listen and respond to others ideas - Answer how and why questions <p>Speaking</p> <ul style="list-style-type: none"> - Extend their vocabulary exploring the meanings and sounds of new words - Use talk to sequence and clarify thinking, ideas, feelings and events - Use talk in play - Make responses related to the topic - Introduce story into their pretend play - Express themselves effectively - Be aware of the listener - Use past, present and future forms accurately when talking about events - Develop their own story by connecting their ideas 	<p>Reading</p> <ul style="list-style-type: none"> -Knows rhyming words - Hears and says the first sound in words - Using phonics to read and write words - Link the sounds to written letters - Begin to read words and simple sentences - Understand what they have read - Use vocabulary influenced by story books - Enjoy a range of books - To know how information can be found in non-fiction texts and computers - To read tricky words that cannot be sounded out <p>Writing</p> <ul style="list-style-type: none"> - Give meaning to marks Hears and says the first sound in words - Knows rhyming words - Using phonics to read and write words -Link the sounds to written letters - Learning the letter names - Use letters to communicate meaning - Write their own name - Write labels and captions - Write short sentences - To use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words - To write some tricky words that cannot be sounded out 	<p>Numbers</p> <ul style="list-style-type: none"> -Recognises numerals 1-5, 5-10, then 10-20 - Counts objects to 10 then 20 - Selects numbers to represent 1-5, 5-10 then 10-20 objects - Estimate how many objects and check by counting - Ordering numbers to 5, 10 then 20 - Ordering numbers from 5, 10 then 20 - Forming numbers - Using the vocabulary involved in adding and subtraction within 5, 10 then 20 - To add and subtract two single digit numbers - Finding 1 more and 1 less from objects to 5,10 then 20 - Record what they are doing - Identify own mathematical problems based on their own interests - Doubling numbers - Halving numbers - Sharing objects <p>Shape, Space and Measure</p> <ul style="list-style-type: none"> - Name solid 3D shapes and flat 2d shapes - Use shapes to create patterns and models - Use positional language such as next to - Order three items by length and height - Order 2 items by weight and capacity - Use language related to time and money - Sequence events - Measure time in simple ways 	<p>People and Communities</p> <ul style="list-style-type: none"> -Enjoys joining in family customs and routines - Talk about past and present events in their own lives and that of their family - Identifying similarities and differences between themselves and others, families, communities, traditions - Know other people don't always enjoy the same things and are sensitive to this <p>The World</p> <ul style="list-style-type: none"> -Identifying similarities and differences, patterns and change - Find out about and identify some features of living things, objects and places they observe - Investigating living things, how do they grow and change - butterflies - Planting/ growing seeds, bulbs etc - Investigating parts of plants, trees. - Observe, find out about and identify features in the place they live and the natural world. - Explain why things happen or change - Finding out about their environment and compare - Talk about features they like and dislike. <p>Technology</p> <ul style="list-style-type: none"> -Completes a simple programme on the computer - Use age appropriate ICT - Find out and identify the uses of everyday technology and use programmable toys to support their learning -Select and use technology for a purpose 	<p>Exploring and Using Media and materials</p> <ul style="list-style-type: none"> - Sings songs from memory and makes up dances - Explores the sounds of instruments - Explores what happens when they mix colours - Experiment to create different textures Know how to combine media to create effects -Use materials to build what they have planned - Construct with a plan in mind - Use tools and techniques appropriately - Select appropriate resources and adapt their work - Select appropriate tools and techniques <p>Being Imaginative</p> <ul style="list-style-type: none"> - Creating representations of events - Combines movements to respond to feelings, ideas and experiences - Choose colours for a purpose - Introduce story into their play - play alongside other children Engaged in the same play - Plays co-operatively within a group - Using their imagination in art, design, role-play, dance, stories and music - Capturing experiences using different media - Have original ways to represent their ideas, thoughts and feelings